montana-schools

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Guidelines set for Indian-Ed teacher training

What is the Indian Studies Law? Who must comply?

What is the definition of "Indian?"

What options are available to meet the Indian studies requirement?

What criteria should be considered when developing inservice training?

Can college credit or recertification credit be arranged for inservice training courses?

Answers to these and other commonly asked questions about the contents and implications of the Indian studies law have been compiled in a publication called *Indian Studies For Teachers: Guidelines for Implementation of the Indian Studies Law and the Indian Culture Master Plan.*

The 1973 Indian Studies law and the Indian Culture Master Plan of 1975 require that all certified school personnel on or in the vicinity of Montana's seven Indian reservations must have received training in the history, traditions, customs and contemporary affairs of American Indians.

The new publication clarifies a number of issues that have been raised by the law. Teachers wanted to know exactly who would be required to take additional training. Inservice training proposed as an answer to the training needs of most schools required guidelines for staff, course content and length of training. Teachers who already had taken coursework related to Indian culture wanted to know if the old courses would satisfy the new requirement.

Guidelines for resolving those problems are set down in the publication, which will be distributed to all affected personnel on or in the vicinity of Indian reservations this summer. In the meantime, photocopied versions may be requested from the Indian Studies consultant, Office of Public Instruction, State Capitol, Helena.

Continued on page 2

Supt.Rice says legislators asking for accountability from educators

Education received much attention from all our legislators during the 45th legislative session. Three and one-half months of activities ranged from eliminating all special education regional service positions from the Office of Public Instruction to funding the foundation program for schools at a seven per cent increase for each year in the next biennium.

In addition, legislation was enacted that reduces funding for the Office of Public Instruction by $320,000 from the current level of operation for each year of the next biennium. That may mean fewer services from the office and higher costs for services such as rental fees for films from the audio-visual library and class scheduling services from the computer center.

In response to the emphasis on education expressed during the last legislature, Superintendent Georgia Rice and her staff have developed new goals for Montana education.

Rice said, "Apparently, the people of Montana speaking through their elected representatives, are asking all of us involved in education for greater accountability, better utilization of resources and alternative methods for educating Montana's students." She said she encourages all educators to provide for the citizens and students of Montana the following services:

1. Comprehensive and responsible educational leadership.
2. Increased contributions by lay and professional persons and associations to the educational decision making processes.
3. Greater cooperation with the public, governmental agencies, school districts and educational organizations in developing and maintaining quality education.
4. Responsiveness to changing educational needs as expressed by Montana citizens.
5. Program, personnel and financial accountability.
6. Information on the status of educational achievements, needs and considerations.
7. The study and implementation of cost saving methods.
8. Coordination of programs, activities and personnel to achieve an equitable balance among all educational endeavors.
9. Development of a fiscal and activity plan for present and future educational needs.

"The Office of Public Instruction staff and I have committed our efforts for the next four years toward the attainment of these goals," Rice said.

Indian-ed guidelines set...
(continued from page 1)

Furthermore, for those educators who want to begin to satisfy the Indian Studies requirement on their own rather than waiting for in-service training, the following list of courses at Montana colleges and universities approved for the Indian Studies requirement has been compiled by the Indian Studies consultant and by the Certification Division in the Office of Public Instruction. The primary criterion for approval of these courses, aside from content and appropriateness, was that they be developed in coordination with Native American Studies staff.

The approved courses are:

Eastern Montana College
ED 181/NC 181 (3 credits)
Introduction to Native American Studies
NA 182/ED 182 (3 credits)
Problems and Issues in Indian Education

Northern Montana College
ED 390-2 (2 credits)
The Reservation Indian
MU 328 (3 credits)
Music & Art of the North American Indian
SB 390-1 (2 credits)
Wild Plant Uses, Past & Present

Montana State University
NAS 280 (3 credits)
Montana Indian Groups Prior to 1862
NAS 280 (3 credits)
Montana Indian Groups from 1862 to Present
NAS 430/Ed Fd 430 (3 credits)
American Indian Education
NAS 480 (3 credits)
Problems and Issues of Indian Education

University of Montana
NAS 240 (3 credits)
The Reservation Indian
NAS 242 (3 credits)
Contemporary Issues of the American Indian
NAS 300 (4 credits)
American Indian Education

Western Montana College
79-474 (3 credits)
Indian Cultures of the Northwest
79-475 (3 credits)
Indian-White Relationships

College of Great Falls
IS/HIST 106 (3 credits)
Survey of American Indian History
IS/SOC 212 (2 credits)
Culture and Traditions of Montana Indians
IS/ENG 220 (3 credits)
Literature of American Indians
IS/EDUC 315 (3 credits)
American Indian Education
IS/PS/CJ 346 (3 credits)
American Indian Government and Law

Rocky Mountain College
Indian History

Carroll College
ENG 320 (3 sem. credits)
American Indian Literature

Education legislation at a glance

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House Bills

HB 28 — To raise the legal age for consuming or possessing alcoholic beverages to nineteen.
COMMENT: The qualified electors will vote Nov. 7, 1978 for or against raising the legal drinking age to nineteen.
STATUS: Signed by Speaker of the House and Senate President.

HB 29 — To submit to electors a constitutional amendment to allow the legislature or the people to establish the drinking age.
COMMENT: Allows the people to vote for or against having the legislature establish the drinking age or allowing the people to establish it by initiative.
STATUS: Signed by Speaker of the House and Senate President.

HB 34 — To revise and clarify the laws relating to coverage for Montana Public Employees.
COMMENTS: Creditable service includes any service in the military, Red Cross or merchant marine awarded by the retirement board under 75-6213.
STATUS: Signed by Governor.

HB 66 — To create a fire services training school.
COMMENTS: The Board of Public Education is responsible for planning coordination; budget requests; and general supervision.
STATUS: Signed by Governor.

HB 144 — To appropriate money for capital projects.
COMMENTS: Allows $1,062,500 in state funds to be spent on construction of Vo-Tech Center at Billings.
STATUS: Sent to Governor.

HB 145 — To appropriate money to various state agencies.
COMMENT: The education portion of this appropriation bill cut funds for the Vocational Technical Centers by 9 per cent each year of the biennium; reduced spending for secondary vocational education by about one half from the current level for each year of the biennium; reduced support for the State Superintendent's office by 18 per cent each year of the biennium; maintained spending for special education at about the same level, but cut the regional services staff from the State Superintendent's office and requires that she contract with school districts to deliver services; funded the School Foundation at a 7 per cent increase for each year of the biennium.
STATUS: Sent to Governor.

HB 147 — To extend to 99 years the term for which school district trustees may lease buildings from the county, another district, or any person.
COMMENTS: If prior approval of the qualified electors of the district is obtained; also includes land. Any money collected for such rental may, in the discretion of the trustees, be used for any proper school purpose and deposited in such fund considered appropriate. Such monies *may* be used to establish a housing and dormitory fund.
STATUS: Signed by Governor.

HB 169 — To include motor vehicles used in state-approved traffic education programs by school districts under the definition of new motor vehicles.
COMMENTS: Will eliminate excessive taxation of traffic education vehicles.
STATUS: Sent to Governor.

HB 202 — To raise the limitation on the amount of recovery from parents of children who destroy property.
COMMENTS: Parents are liable for costs of actual damages up to $1,500 in a civil action.
STATUS: Signed by Governor.

HB 239 — To provide for denial of unemployment benefits to school employees whenever they have a contract or reasonable assurance of returning to work in the next academic year.
COMMENTS: The title of this bill was amended to no longer include school employees. The body of the bill (lines 19-25, page 3) specifies service in an instructional, research, or principal administrative capacity for an educational institution. A similar bill, SB 243, died in committee 3-7-77.
STATUS: Signed by Governor.

HB 283 — To increase the percentage of moneys received under the Federal Mineral Lands Leasing Act which is paid into the revenue fund for state equalization aid to public schools.
COMMENTS: The increase is 12½% raising total to 62½% of the monies received under the Federal Mineral Lands Leasing Act, as amended.
STATUS: Signed by Governor.

HB 289 — To change the composition of the Teachers' Retirement Board.
COMMENTS: Adds one member who shall be a retired teacher who was a member of the retirement system at the time of retirement.
STATUS: Signed by Governor.

HB 302 — An act revising the open meeting laws.
COMMENTS: (By Corbin Howard, Staff Attorney) Although this act abolishes the references to specific circumstances in which public agencies may close meetings, it still allows those agencies to close the meeting doors when the demands of individual privacy exceed the merits of public disclosure.

More importantly the act clears up ambiguities which exist under current law. For example, the existing open meeting law does not specify what constitutes a "meeting." HB 302 calls each gathering of a quorum of a public body to discuss or hear or act on any matter over which the body has power, a meeting. The act also requires minutes of each meeting to be kept, including a record of how each member voted if one member requests a recorded vote. The act broadly defines the extent of allowable press coverage. Members of the press are expressly granted the right to photograph, televise or record all open meetings. The presiding officer has the power, however, to assure that reporting activities do not interfere with the conduct of the meeting. Lastly, the proposed legislation allows a court to declare void any action taken by a public body in closed session when the closure of the meeting was not justified if suit is brought within 30 days of the meeting.
STATUS: Sent to Governor.

HB 305 — To establish a state policy for adult basic education allowing a state fund for its support.
COMMENTS: Adult basic education means instruction in basic skills required to function in society offered to persons 16 years of age and older who are not regularly enrolled. May include any subject normally offered in the basic curricula of an accredited elementary or secondary school. Funds provided in HB 835.
STATUS: Signed by Governor.

HB 315 — To allow trustees of elementary and high school districts to provide for a religious instruction released time program.
STATUS: Signed by Governor.

HB 348 — An act entering into the interstate agreement on qualification of educational personnel and for related purposes.
COMMENTS: Provides an effective date on passage for the development and execution of such programs of cooperation as will facilitate the movement of teachers and other professional educational personnel among states party to contracts to achieve that end.
STATUS: Signed by Governor.

HB 349 — To amend section 75-6008, R.C.M. 1947, relating to the term of teacher certification.
COMMENTS: Certificates shall be valid up to a maximum of 5 years, provided by the policies of the Board of Public Education.
STATUS: Signed by Governor.

HB 351 — To declare that persons may serve as assistant athletic coaches in private or parochial high schools without being regular faculty members.
COMMENTS: The bill also insures participation in any interscholastic competition regardless of such employment of athletic instructor.
STATUS: Signed by Governor.

HB 365 — An act relating to the school foundation program.
COMMENTS: Provides a 7 per cent increase for each year of the biennium.
STATUS: Signed by Governor.

HB 378 — To increase the schedule of reimbursement for school buses.
COMMENTS: Reimbursement of bus mileage rates from $.35 to $.40 in fiscal 1978 and $.45 in fiscal 1979 and each year thereafter per bus mile.
STATUS: Sent to Governor.

HB 404 — To not require the registering of warrants of a school district as long as there are monies available in any district fund.
COMMENTS: Make available the sums of monies in all funds of the district.
STATUS: Signed by Governor.

HB 485 — Regarding the use and administration of corporal punishment in public schools.
COMMENTS: Gives the school principal power to administer punishment only in the presence of a witness and after notify parents, except in cases of flagrant defiance. In districts not employing a superintendent or principal, the teacher has the authority but still must follow the same procedure.
STATUS: Signed by Governor.

HB 546 — To provide notice to the Superintendent of Public Instruction of the year ending fund balances in the county school funds.
STATUS: Signed by Governor.

HB 565 — To provide an increase in allowances under the Teachers' Retirement System for teachers retired since 1971.
COMMENTS: Increases allowance by $1 per month for each year of creditable service and $2 per month for each year retired prior to July 1, 1971. Teachers' retirement schedules were revamped in 1971 but did not benefit teachers who had retired prior to that time. This bill is intended to make up the difference in the old schedule and the new one.
STATUS: Signed by Governor.

HB 596 — To restore the spending authority of a school district upon the deposit of a refund or rebate.
COMMENTS: Restores school district's spending authority in that fund in the amount of the refund or rebate.
STATUS: Signed by Governor.

HB 649 — To provide additional reimbursement in certain cases for parents driving their children to a bus stop or to school.
COMMENTS: Provides for reimbursement if 2 or more students are driven to 2 or more schools.
STATUS: Sent to Governor.

HB 765 — To generally revise laws relating to the Teachers' Retirement System.
COMMENTS: A representative of the Teachers' Retirement System in the Department of Administration said the purpose of the law is to formally qualify the tax exempt status of the Montana system even though its status always has been informally accepted by the Internal Revenue Service.
STATUS: Signed by Governor.

HB 816 — For the general revision of laws relating to special education.
COMMENTS: Amends sections 75-7801 to 75-7816 repealing section 75-7812.
STATUS: Sent to Governor.

HB 835 — To appropriate funds to the Office of Public Instruction for the purpose of conducting Adult Basic Education Program.
STATUS: Sent to Governor.

House Joint Resolutions

HJR 32 — To reserve and perpetuate Indian culture and traditions in Montana.
COMMENTS: Also to recognize the freedom of Indian religious practices.
STATUS: Signed by Speaker of the House and Senate President.

HJR 45 — To direct the Montana Arts Council to undertake a cultural resources study within the state.
COMMENTS: Authorized survey of the arts and cultural affairs primarily in Montana communities. No appropriations because of support through the National Endowment for the Arts.
STATUS: Signed by Speaker of the House and Senate President.

HJR 72 — To request that the Governor and the Superintendent of Public Instruction obtain the interagency cooperation and coordination necessary to adequately meet the needs of children who require special care.
COMMENTS: Makes both agencies responsible for coordinating services to reduce duplication of services.
STATUS: Signed by Speaker of the House and Senate President.

HJR 75 — To urge local school districts to implement energy conservation programs to better educate students in the classroom.
COMMENTS: Urges utilization of multidisciplinary approach in classroom and that the State Superintendent monitor progress of conservation education program.
STATUS: Signed by Speaker of the House and Senate President.

HJR 84 — Requesting the Committee on Priorities to assign the appropriate standing committee to study the feasibility of establishing an intermediate school district structure for the State of Montana.
STATUS: Signed by Speaker of the House and Senate President.

HJR 100 — Requesting the Legislative Committee on Priorities to appoint the appropriate standing committee to conduct an interim study of the governance of Montana's vocational education program.
STATUS: Signed by Speaker of the House and Senate President.

HJR 105 — Directing the legislative auditor to conduct an annual audit of selected special education programs in school districts throughout Montana.
STATUS: Signed by Speaker of the House and Senate President.

Senate Bills

SB 17 — Revising laws relating to education.
COMMENTS: Cleaning the language in several areas of education law.
STATUS: Signed by Governor.

SB 44 — Bringing the coal tax distribution formula into compliance with the Montana Constitution; revising the percentages distributed to local governments and state programs.
STATUS: Sent to Governor.

SB 45 — Deleting the requirement that school bus drivers be examined by a Montana physician.
COMMENTS: Enables any physician licensed in the United States to examine and sign the medical report.
STATUS: Signed by Governor.

SB 80 — Revising laws relating to collective bargaining.
COMMENTS: (by Corbin Howard, staff attorney) Provides that negotiating sessions are open to the public unless closed by agreement of management and labor representatives. Both sides would be required by the act to make public their initial demands.
STATUS: Sent to Governor.

SB 108 — To allow school districts to put their over-the-road coaches and school buses on the bus depreciation schedule.
COMMENTS: Includes buses being used for purposes of conveying pupils to and from school activities and functions, as well as to and from school.
STATUS: Signed by Governor.

SB 130 — Funding public educational institutions by a levy of not to exceed 6 mills on all taxable property.
COMMENTS: Places the question of a 6 mill levy for the support of public educational institutions on ballot for the 1978 electorate. Property would be taxed 6 mills for 10 years.
STATUS: Sent to Governor.

SB 138 — Authorizing the Board of Public Education to employ a professional assistant and secretary.
COMMENTS: Allows the Board of Public Education to employ a professional assistant to perform duties it requires and serve as secretary to the Board of Public Education in place of the Superintendent of Public Instruction.
STATUS: Signed by Governor.

SB 144 — To allow the county superintendent to accept federal program funds for projects in the rural schools of the county and establish a fund for the county superintendent to manage these funds.
COMMENTS: Includes federal, state, and private monies with the advice and consent of the appropriate school boards.
STATUS: Signed by Governor.

SB 192 — Increasing the salaries of certain county officers.
COMMENTS: ½ of the salary increase provided for county superintendents of schools shall be effective on July 1, 1977. Amendments indicate a 10% raise based on the population and taxable valuation as of Jan. 1, 1977.
STATUS: Sent to Governor.

SB 300 — Eliminating the county boards of school budget supervisors.
COMMENTS: Transfers their duties to the boards of trustees.
STATUS: Signed by Governor.

SB 321 — Changing the age limit for school bus drivers from 21 to 18 years of age.
COMMENTS: Amended to comply with the Montana Constitution.
STATUS: Signed by Governor.

SB 322 — Clarifying stopping and lighting requirements for school buses.
COMMENTS: Makes 500 feet the approximate distance to flash amber lights on the highway.
STATUS: Signed by Governor.

SB 358 — Concerning the definition of employee under the Workers' Compensation Act.
COMMENTS: Clarifies the coverage of students of vocational technical programs at postsecondary centers.
STATUS: Signed by Governor.

SB 389 — Repealing the sections establishing the Educational Broadcasting Commission.
COMMENTS: Repeals sections 75-9001 — 75-9004. Provides for the Department of Administration to foster the development of new and innovative communications systems for state government.
STATUS: Signed by Governor.

SB 421 — Establishing a resident student financial assistance program.
COMMENTS: The purpose is to establish a program to provide financial assistance to resident Montana postsecondary students.
STATUS: Sent to Governor.

SB 448 — Transferring the Surplus Property function from the Superintendent of Public Instruction to the Department of Administration.
COMMENTS: Will serve a broader scope of recipients.
STATUS: Sent to Governor.

Surplus property transferred from Superintendent

SB 448 transferred the Division of Surplus Property to the Department of Administration, bringing to an end 37 years of administration through superintendents of public instruction.

The federal government is increasing the number of eligible recipients of surplus property by authorizing local governments to receive property. Also, it is putting some agencies such as the Old West Regional Commission out of the surplus property business, thus increasing the volume for state surplus property agents.

The appropriation to expand the program was given to the State Department of Administration which handles the purchasing function for Montana. Schools still will be eligible to receive surplus property.

Along with the change comes the resignation of Bill Ernst, Manager of the Division of Surplus Property in the Office of Public Instruction. Ernst, who has been with surplus property for 27 years, is nearing retirement age and having worked for four superintendents of public instruction, decided not to make the change.

What to do if your levy fails

The ugly prospect of vastly reduced school operations and even of school closures has been raised in the minds of more than a few school administrators by tightening school budgets. Corbin Howard, Office of Public Instruction staff attorney, has provided a reminder of legal considerations to make when trustees and administrators run short of dollars.

School district staff at times find themselves in the awkward position of having to operate a school without what they consider to be adequate funds because of the failure of a proposed mill levy. If the district is to continue to operate its schools, it must meet accreditation standards, and operate for 180 days in order to be eligible for state aid: No.75-7502, 75-7503.1, 75-7402, RCM 1947.

At the same time, it must cut costs. Of course the closure of a school is always a possibility; however, most district officials will be reluctant to take such drastic action. Districts may reduce spending for supplies, maintenance and salaries for non-certified staff except to the extent they are hound by long term contracts.

Districts may also terminate the services of non-tenured teachers if they meet the following three conditions. First, the district must not have offered the non-tenured teachers contracts to teach for the following year. If those teachers have contracts to teach, the contracts are binding on the school district regardless of whether or not the levy fails.

Second, the non-tenured teachers must be terminated for the reason that the financial condition of the district requires it.

Third, if the teachers have organized into a bargaining unit, a reduction in force is a mandatory subject of collective bargaining. Therefore, the district must comply with any existing reduction in force clause in the master contract. If no such clause exists, the district must negotiate the manner in which the reduction in force is to be conducted, unless the master contract allows the district to make unilateral decisions concerning any matter not covered in the contract.

Tenured teachers are automatically re-elected each April 1, unless they receive notice of termination prior to that date. Any attempt to terminate their tenure after that time is void. Also, they may not be dismissed from their contract for the following year under section 75-6107, RCM 1947, because the financial plight of the school district is not a ground for dismissal. Thus districts may not reduce costs after the mill levy fails by cutting tenured staff.

Rub a dub dub

There was speculation in Clinton and Conrad recently that the schools had gone too far in taking over the upbringing of children when teachers started giving them baths. But speculation easily was converted to smiles when the baths turned out to be book baths, the latest twist in private reading areas for students. Anita Johnson, Chairwoman of the ESEA III-IV Advisory Council and also Chairwoman of the Lewistown Board of Trustees found a book bath so interesting in the Conrad Prairie View Elementary Library that she had to try it out. Another tub turned up in Nancy Bugbee's fifth grade class in Clinton. Two of her students have everything going in the tub except soap and water.

U of M opens chemistry assistantships

The University of Montana Department of Chemistry has several teaching assistantships for next year which are available to chemistry teachers who may wish to begin a master's in chemistry for teachers. Please contact Walter Hill, Department of Chemistry, University of Montana, Missoula 59812.

Regional workshops scheduled

The Office of Public Instruction again will sponsor regional workshops offering new teaching ideas and administrative assistance as refreshers for everyone involved in schools.

Specific programs for each of the workshops are being planned with the help of representatives from participating schools. Suggestions and participation by any professional or support staff or board member is welcome.

Regional workshops are scheduled for Columbus, Aug. 23; Wolf Point, Aug. 25; Glendive, Aug. 26; Simms, Aug. 30; Stanford, Aug. 31; Polson, Sept. 2; and Anaconda, Sept. 6.

More information concerning the workshops is available from Duane Jackson, Office of Public Instruction, State Capitol, Helena 59601. You may call toll-free, 1-800-332-3402.

Results tallied in math contest

The results are in from The Annual High School Mathematics Contest among 3,000 students in 77 high schools. Participation pins or medals went to all participants and the top five scorers won cash awards.

The cash winners are Tim Flanagan, Helena, $100; Clark Chinn, Billings, $50; Chris McKinnon, Great Falls, $25; Sherri McPeck, Wolf Point, $15; Terrence Fritz, Missoula, $10; and Richard Holmstrom, Billings, $10.

The Annual High School Mathematics Contest is sponsored by the Mathematical Association of America, The Society of Actuaries, Mu Alpha Theta, the National Council of Teachers of Mathematics and the Casualty Actuary Society.

Federal funds for refugees in the works

Schools may be assisted with the cost of educational services to Indochinese refugee students. A congressional committee has recommended that $1,500,000 be appropriated to the Office of Education to implement the Indochina Refugee Children Assistance Act of 1976.

The money will be made available to state education agencies by application and will be distributed to schools according to an enrollment formula. To complete its application, the Office of Public Instruction needs to know how many students are being served in the state. School staff who know of Indochinese refugee students, ages 5-17, enrolled in their schools should write Dean Lindahl, Director of the Federal Programs Unit, Office of Public Instruction, State Capitol, Helena 59601, or call toll-free 1-800-332-3402.

Special Olympics to attract 1,100 athletes

The Montana Special Olympics State Games will be conducted May 18-21 at Montana State University in Bozeman.

More than 1,100 athletes from 75 communities are expected to participate in track and field, gymnastics, bowling, volleyball and swimming. Entertainment for the developmentally disabled athletes includes a variety show, dance, Bobcat-alumni football game and a celebrity golf tournament.

The Special Olympics occurs with full fanfare with a U.S. Air Force jet fly-over, an olympic torch ceremony conducted by a Bozeman jogging club from Helena to Bozeman and the presence of professional athletes and other celebrities. Two notable personalities are Evel Knievel and professional place kicker Jan Stenerud of the Kansas City Chiefs.

Director of the State Games is Sonny Holland, Head Coach of the Montana State University football team.

Summer camp planned for diabetic children

A camp offering diabetic children 8-13 the same outdoor activities other children have will be conducted by the Montana Diabetes Association July 24 to 30 at Camp Diamont near Bozeman.

Each child in the camp has the supervision of dieticians, nurses and physicians and emergency facilities are 12 miles from the camp in Bozeman. Individual diets and insulin doses as prescribed by the children's doctors are provided. The campers are instructed in monitoring and giving themselves injections and, according to camp literature, should be handling their injections by the end of the camp.

A full range of typical outdoor and camping activities are conducted. The fee for the camp is $60 and the Diabetes Association is able to assist children from needy families.

More information is available from Wilbur Visser, Camp Director, Rt. 1, Box 121, Bozeman 59715 (38-4575) or Harley Skjervem, Camp Representative, P. O. Box 5687, Helena 59601, 443-3788.

NHF announces new grant areas

The National Humanities Faculty has announced its interest in helping strengthen school instruction in the history, modern languages, and language arts disciplines through competitive service grants equal to $26,000.

The grants provide in-school and workshop assistance to teachers and administrators engaged in mastery of materials and curriculum development.

Participating schools will receive assistance from members of the National Humanities Faculty over an 18-month period. Members work with teachers during short residencies at schools, at two national workshops and at local symposia co-sponsored by NHF and affiliated schools.

Applications and guidelines for the 1977-78 school year grants are available by calling or writing Dr. Delattre, National Humanities Faculty, 1266 Main St., Concord, Mass. 01742. Applications may be submitted for either of two deadlines: June 1 or Sept. 15.

Butte student field trip

Samuel Sharar, a Butte High School student has been selected to participate in EARTHWATCH, a non-profit research and educational organization that provides scholarships each summer for students to accompany its field trips.

Sharar will be assigned to an excursion according to his interests in research to be conducted in 13 states and several foreign countries. He is one of 108 students who will be working beside professional biologists, geologists, anthropologists, archaeologists and marine scientists.

Basement full of bones

Ekalaka preserves a little prehistory

If you can mentally replace the institutional scenery of battleship gray and steam pipes with marshlands from 100 million years ago, you can easily visualize a 15-ton animal pushing its duck-bill shaped head through an estuarial meal. Or possibly it's an armor-plated and horned beast you see jerking in your direction to give a roar of pure glandular reaction to the stir you have made in its prehistoric niche.

Such images flash almost without trying when you visit a rural and scaled down version of the Smithsonian Institute in Ekalaka, Montana. The Carter County Museum, in spite of its remote circumstances attracts up to 6,000 visitors a year—not bad considering that that is three times the population of Carter County and that there isn't a paved road within 50 miles of Ekalaka.

What makes it unique among schools is that the museum is located in the basement of Carter County High School and has been the pet project of a science teacher there for more than 30 years. Actually, Marshall Lambert, one of the museum's major benefactors of time and talent, is just continuing the work of several Ekalaka patrons of science.

According to Lambert, three residents around the turn of the century, sparked a community interest in natural history that resulted in the present museum. They had been watching the visiting excavation crews of the Chicago Field Museum, and began to do some excavation of their own in the sedimentary formations of Carter County. In the process, they founded the Carter County Geological Society.

A storekeeper by the name of Walter Peck thought that, while Ekalaka's contribution to science was a worthy one, some of the fossils and artifacts ought to remain in the community and be available for schools and the public to ponder. He was so devoted to the idea that in the thirties, nearing retirement, he quit his business and spent the rest of his life in pursuit of recreating the prehistoric past for the community. Shortly before his death in the early forties, he became the key figure in legislation that allows counties a permissive levy for the support of libraries and, of course, museums. Thus, what had been an assorted collection of a few devoted amateur paleontologists in the geological society became a public museum in the possession of Carter County.

About that time, Lambert, born and raised in Ekalaka and fresh from World War II and college, stepped into his teaching position at the high school and began his own regime of teaching and research.

Peck was and Lambert is a serious archeological hobbyist who has made discoveries of real scientific merit. For example, Peck sent to the American Museum of Natural History in New York, the skull of an animal that had a brain about the size of a package of cigarettes surrounded by up to 11 inches of solid bone. It turned out to be the first of its kind ever discovered, the remains of a peaceful vegetarian creature standing 10 ft. and growing to a length of 20 ft.

Lambert himself claims a less dramatic but probably scientifically more significant discovery. During one of his excavations, he found the tiny, ribbed teeth of mammals known as multi-tuberculates. They lived in the ecological niche now occupied by rodents and that discovery of mammal remains in the Fort Union rock formations adds a valuable tool to geologists in age-dating many rock exposures in eastern Montana.

And so it is that the enthusiasm and dedication of persons like Lambert and Peck have become a community resource. Organized around their efforts, this unique museum of fascinating artifacts thrives in one of the easternmost towns of Montana. For example, you can see an assembled skeleton of a Duck-Billed Trachodon, an amphibious creature of 10 to 15 tons who grew as many as 2,000 teeth. There are mammoth tusks, the head of the horned Triceratops, countless smaller fossils, a collection of objects from local Indian cultures, a mineral collection featuring a display of fluorescent rock and assorted curios reflecting the history of the community.

While the relationship between the museum and the high school has been a long and educational one, it will be ending soon physically when the Carter County Museum moves into its own building on the main street of town. Purchased by the Geological Society several years ago, a converted sandstone garage with 300 ft. of street frontage is rapidly getting an addition made of petrified wood collected by hand by Lambert. A tower will house a Foucault pendulum, something you would expect to find only in well-endowed museums. All the collections will have ample room for scenic displays.

All the while, the excavation goes on. Lambert, who no longer teaches, spends as much time as he can in the field. With summer coming on and the university crews from Yale and Harvard and California and Illinois coming in to do some research — and all of them checking in with Lambert — he is a busy fellow.

But he's not too busy to take you on a tour of Carter County Museum. If you want a long and engaging discussion about natural history, ask him about the mystery of the pleistocene extinction. You'll get your money's worth.

Marshall Lambert

Artist Residencies planned

Editor's note: Patricia Simmons, Program Director for the Montana Arts Council, sent us the following update of activities in the Artists in Schools program which puts professional artists from several fields in Montana classrooms.

The Artists in Schools program, operated by the Montana Arts Council, already is screening applicant artists to take three visual artist residencies, 75 one-week poet/writer residencies and 15 one- or two-week filmmaking residencies during the coming school year.

Advisory panels for each area of the Artists in Schools program will meet in the middle of May to review programs and consider the applications.

The Visual Arts Panel will meet May 16 to review more than 40 applications for the full-year residencies in Bozeman and Great Falls. The Missoula residency has been cancelled, but a third residency site may have been confirmed by the date of the meeting. If not, the Arts Council is considering several short term residencies in smaller communities.

The Poets and Writers Panel will meet May 18 to select candidates for four positions in the 1977-78 Artists in Schools program and for three community residencies for the summer months.

The Community Writer Residency project, which will put a writer in residence from June 1 to Sept. 20 in Missoula, Great Falls and Glendive, is supported in part by a recently awarded grant from the National Endowment for the Arts. The residencies in Glendive and Missoula will be coordinated through the local parks and recreation departments. In Great Falls, the writer will be headquartered at the newly established Paris Gibson Square Arts Center.

Applications from more than a dozen filmmakers will be reviewed by the film advisory panel on May 30 for two positions.

Selection of artists for all four programs should be made by early June. Requests from schools already are being received for the poet/writer residencies — the program had to refuse requests beginning last January for last year's program—and for filmmaker workshops.

An interesting possibility for the future is that theater and dance programs may join Artists in Schools. Comments on adding these new artists in schools would be appreciated.

Inquiries for information or requests to participate in any of the Artists in Schools programs should be directed to Patricia K. Simmons, Program Director, Montana Arts Council, 235 East Pine Street, Missoula 59801.

How's your energy I.Q.?

Reprinted by permission of *Journal of Breathing*; Illinois Lung Association, publisher.

1. What percentage of the total gas used in cooking is used by the pilot light?
   a. 5%
   b. 30%
   c. 50%
2. How long would a 100-watt bulb burn on the energy used to manufacture one aluminum soft drink can?
   a. under 10 minutes
   b. 5 hours
   c. over 20 hours
3. How much energy stored in crude petroleum is lost in the series of processes between the oil well and a moving car?
   a. 20%
   b. 60%
   c. 90%
4. How much of the energy stored in coal which is burned in a power plant can be delivered to the customer's home as electricity?
   a. 1/3
   b. 2/3
   c. all of it
5. The total amount of electricity used by all small appliances, including radios, toasters, clocks, shavers, and so forth, is what percentage of the total amount of electricity used in our homes?
   a. 10%
   b. 30%
   c. 75%
6. The amount of energy used in the manufacturing, distribution, and operation of automobiles in this county makes up what percentage of total energy use?
   a. 16%
   b. 30%
   c. 2%
7. How much energy does it take to supply processed vegetables rather than natural vegetables?
   a. same amount
   b. twice as much
   c. three times as much
8. What percentage of our petroleum is used for making synthetic fabrics, plastics, and medicines?
   a. 50%
   b. 10%
   c. 1%
9. True or false: The energy consumed in all sectors of the economy to put a glass of milk on the kitchen table is equivalent to that contained in a half a glass of diesel fuel.
10. Of the solar energy coming to the earth, on the average, what percentage is used by plants to produce food energy for animals?
    a. 50%
    b. 20%
    c. 1%
11. A returnable bottle is reused how many times?
    a. two times
    b. six times
    c. eleven times
12. If the underdeveloped parts of the world were to consume as much energy per person as North Americans do today, the worldwide level of energy consumption would be roughly how many times its present figure?
    a. five times
    b. ten times
    c. fifteen times
13. While beverage consumption rose 1.6 times between 1958 and 1970, beverage container consumption rose how many times during the same period?
    a. the same
    b. twice as much
    c. almost three times as much
14. In the United States, what percentage of our energy comes from non-renewable fossil fuel reserves?
    a. 50%
    b. 75%
    c. 98%
15. What percentage of energy do we get as visible light from an ordinary 100-watt incandescent light bulb?
    a. 90%
    b. 35%
    c. 5%
16. What percentage of energy do we get as visible light from a typical fluorescent lamp?
    a. 90%
    b. 40%
    c. 20%
17. What percentage of total U.S. energy consumption is used in food processing?
    a. 1%
    b. 4%
    c. 15%

Answers

1. c. 50%. The pilot light is always on even though you use the stove only a few times a day. There are, on the market, inexpensive devices which light the stove, burners by making a spark, thus eliminating the need for a pilot light going all the time.
2. c. Over 20 hours. It takes 2.25 KWH to manufacture an aluminum can, so the exact answer is 22.5 hours.
3. c. Over 90 percent
4. a. Similar to the problem above, there are losses when the coal is burned in the power plant to produce electricity; there are losses in transmitting the electricity to your home, and there are losses in getting the coal from the ground to the power plant.
5. a. 10%. The biggest users in our homes are air conditioners, electric water heaters, and electric space heating. Refrigerators and freezers are fairly large users also. The many gadgets that we have are not such big users, but it takes energy to make them.
6. a. 16%. Automobiles not only burn a large portion of the petroleum we use in this country, but they also use significant portions of our steel, rubber, and aluminum.
7. c. Three times as much
8. c. 1%. Almost all of our petroleum is burned in power plants and in our cars, trucks, and busses.
9. True. This includes the petroleum that was used in the tractor which plowed the field to grow the food for the cows. It includes the pesticides which are petroleum based. It includes the fertilizer needed to raise the food. It includes the milking machines, the trucks which transport the milk, the pastuerization and homogenization machines, the refrigeration facilities needed both in transportation and in your local store.
10. c. 1%. Most solar energy doesn't even get through the atmosphere. It is reflected. The little which does come through can be used to produce food energy in plants only in certain wave lengths.
11. c. About 11 times
12. c. Fifteen times
13. c. Almost three times as much
14. c. 98%
15. c. 5%. The rest of the energy comes out as heat. That is why an incandescent bulb is so hot to touch. It is a very inefficient way to get light.
16. c. 20%. A fluorescent lamp is four times more efficient than an incandescent bulb.
17. b. 4%

NEWSLETTER

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reading

FROM READING CONSULTANT, RITA BROWNLEE
Prepared by a committee of the State Reading Task Force.

Many teachers are unaware of the fact that the reason some students are unable to complete assignments is because the textbook being used is above the student's reading level. Because a text is used at the 10th grade does not mean it is written at a 10th grade level. Many texts are one to two years in reading level above the grade in which they are to be used.

How do you know the readability of your text? Formulas which help determine a book's reading level include the Smog, Fry, Dale-Chall, and Fog. Each measure varies in its technique, yet all attempt to assign a reading level.

Regardless of the formula used, two factors are considered when determining readability, vocabulary and sentence structure.

"The mad cat jumped," is an example of a sentence at a low readability level.

"The vicious feline propelled itself into the atmosphere," is obviously on a higher level.

It is important that teachers are aware of readability—not just for texts but for tests as well.

The fact that your texts are of a difficult level does not necessarily mean that these books cannot be used. Provisions need to be made so that students can work successfully with different books. Some of these strategies may be:

1) Taping the book.
2) Explaining technical vocabulary terms.
3) Providing background information.
4) Summarizing material.
5) Using topic sentences, headings, and illustrations appropriately.
6) Pairing students.
7) Utilizing alternative materials such as study guides; learning packets and the like.
8) Using parallel materials at a lower readability level.
9) Utilizing A-V materials on the same concepts.
10) Leading the discussion to reinforce the book's content.
11) Developing tests which measure content not reading ability.
12) Allow test to be taken orally.

Some texts used in Montana schools:
Modern Earth Science, Ramsey & Burchley, Holt-Rinehart 1961, Readability grade 11, Used at grade 9 (Supplementary).
Lessons in Living, Ginn & Co. 1970, Readability College, Used at grade 10-11.
Driver's Ed. Manual, Readability High College, Used at grade 9.
Russia, Houghton-Mifflin, 1970, Readability grade 11, Used at grade 11.
The Contender, Robert Lipstye, Readability at grade 7, Used at grades 7-8.
Call of the Wild, Jack London, Readability at grade 8, Used at grade 7.

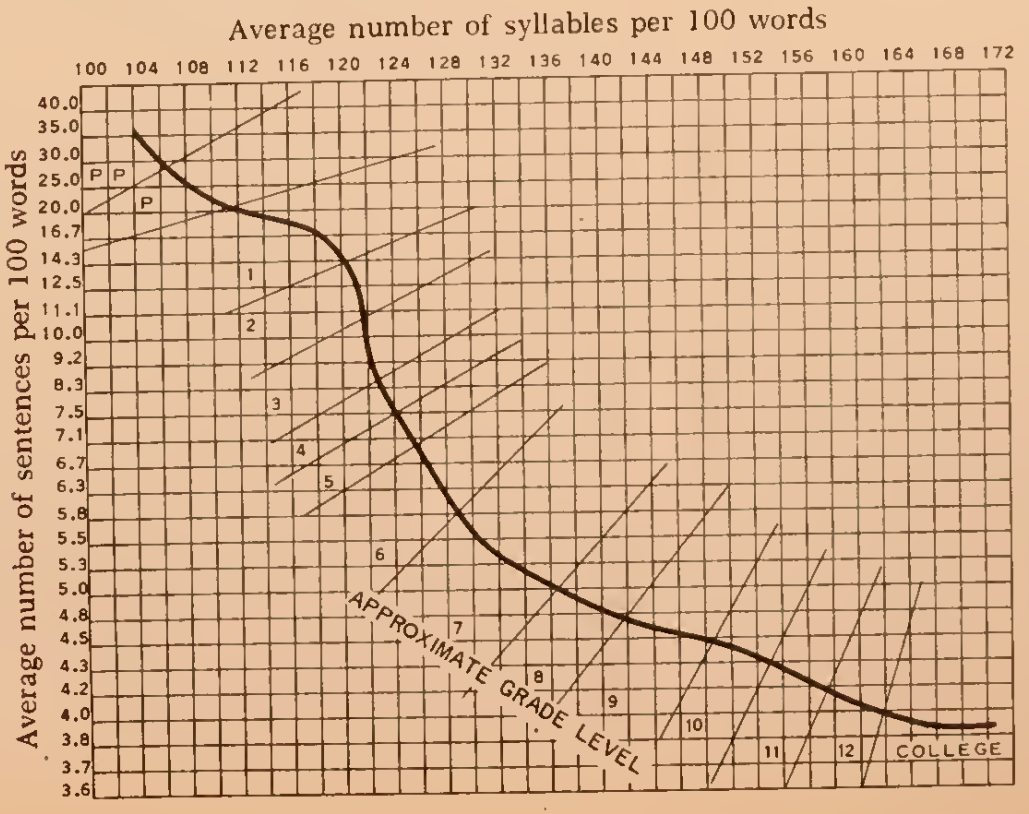
You can easily determine the readability of your own text by using the following Fry Readability Graph.

Randomly select three one-hundred word passages from a book or an article. Plot the average number of syllables and the average number of sentences per 100 words on the graph to determine the grade level of the material. Choose more passages per book if great variability is observed and the book seems to have uneven readability. Few books will fall in the gray area, but when they do, grade level scores are invalid.

Example:	Syllables	Sentences
1st Hund. Words.....	124	6.6
2nd Hund. Words.....	141	5.5
3rd Hund. Words.....	158	6.8
AVERAGE	141	6.3

Readability 7th Grade (see dot plotted on graph)

References:
The Reading Teacher, March, 1969.
Journal of Teaching, April, 1968.



career education

FROM CAREER EDUCATION CONSULTANT,
PATRICK FEELEY

TOP FEDERAL CAREER EDUCATOR VISITS MONTANA

A presentation by Ken Hoyt, Director of the U.S. Office of Career Education, will launch summer training in career-ed at the University of Montana, just one of several campuses with strong programs this summer.

Hoyt, long recognized as a national leader in career education will speak at the University on June 14. His address will be called "The National Scene" and will launch two courses on the Missoula campus. The first, "Current Trends in Career Education," will feature successful practitioners from California, Colorado and Wyoming. A curriculum design course will be offered beginning June 20 and again July 18 under auspices of the National Center for Career Education in Missoula.

Eastern Montana College in Billings will offer "Career Education—A Hands-On Approach" June 27-30. This workshop will be a potpourri of career education activities and resources and will include a business/labor view of education.

Northern Montana College in Havre has two career education courses scheduled, a principles course beginning June 13 and an implementation course beginning on July 18.

A career development course will be offered by Montana State University at Bozeman August 1-12.

Western Montana College, Dillon, has two courses scheduled, the first on occupational information and the second titled "Consumer/Career Economics" to be offered August 1-19.

GOOD NEWS!

H.R. 7, The Elementary and Secondary Career Education Act of 1977, passed the House of Representatives in early April with a vote of 398-14. It will now be referred to the Senate where activity on career education could take place very soon. This bill could provide resources for local districts to aid them in infusing career education concepts into existing curriculum; developing career guidance, counseling, placement and follow-up services; in-service education in career education; purchasing instructional materials and supplies, and other appropriate activities relative to development of career education, Both Montana representatives voted in favor of H.R. 7.

HELP FOR RURAL SCHOOLS

"Communicating Successful Career Education Practices to Rural Schools" is a national project with great possibilities for Montana. It is a national model for rural career education that will be distributing materials, including a handbook on implementation of career education, to 5,000 rural districts. A series of workshops designed to communicate the ideas and materials from this project will be conducted regionally. The site for the Montana region is Portland, Ore. and the workshop there is scheduled for August 8-12. The project will help rural districts with areas such as curriculum development and career education; using the community as a resource; leisure time and career education; eliminating stereotyping in curriculum; job exploration for junior and senior high students; the administrator's role in career education; and resource materials and techniques.

Interested educators who want additional information are asked to call or write: Pat Feeley, Career Education Consultant in the Office of Public Instruction, Capitol, Helena, 1-800-332-3402 or 449-3806. Districts might consider sending a team including administrators, teachers, counselors and school board members.

Greetings
from Georgia Rice

Several rumors have been circulating regarding a portion of HB 145 which affects the delivery of special education services. This portion of the legislation, not yet signed by the Governor, contains a statement which forbids the Superintendent of Public Instruction to compensate any state employee through state appropriations for regional special education services. This means that employees with regional services cannot be staff of the Office of Public Instruction. It further mandates that the Superintendent contract for special education services with local school districts.

Neither the staff of the Office of Public Instruction nor I initiated or supported this legislation. It was introduced late in the session with no testimony requested from this office or me.

Although I am concerned about the consequences of the legislation if signed, I will perform my duty as prescribed by the legislature and as an elected state official in implementing a workable plan for the provision of special education services with local school districts. Every possible attempt is being made to find the best method for the delivery of these services to Montana students according to the constraints within the proposed statute.

I would at this time also like to commend the staff of regional services for their fine efforts with the handicapped students of Montana.

In addition to removing regional services employees from state employment, HB 145 also cut the Office of Public Instruction budget by 18½ per cent for each year of the biennium. This is bound to have profound effects on the number and quality of services delivered to schools by my staff.

Superintendent Rice hosts administrators, hears suggestions

The State Superintendent's Annual Administrator's Conference hosted more than 180 educators April 18 and 19 in Helena.

Keynote speaker, William Maynard cited examples from his experience in one of Seattle's city center schools of how improving school climate can help schools suffering from low student and staff morale. He also conducted small group presentations to get some of his creative ideas across in greater detail.

Bill Christiansen, former Lieutenant Governor and now Staff Coordinator for the Montana Energy and Resource Policy Office told school administrators what they can expect in the cost and availability of energy resources for their schools and how to improve facilities to cut costs.

Linda Shadiow, English Consultant in the state office, dramatized Sid Simon's IALAC (I Am Lovcable and Capable) presentation which reinforces how administrators can be a positive force in the emotional growth of children.

Al Wight and Bill Connett, research consultants in the Superintendent's office, provided an update on testing including test score decline, standardized testing, criterion-referenced testing and developing a goal-based testing program.

Superintendent Rice conducted a workshop to review services from the Office of Public Instruction and asked for suggestions from the participants about how the delivery of services from the state office could be improved. The following list represents a summary of those suggestions.

1. *Be receptive to suggestions from the field and recognize that the suggestions may have validity. Emphasize service rather than regulations.*
2. *Provide equal information on old and new programs so that all can benefit equally from the information for projects and participation.*
3. *Use area service representatives scattered around the state's various regions.*
4. *Avoid minimal programs of little consequence.*
5. *Continue use of hot-line. It is a great help.*
6. *Improve and increase communication with schools.*
7. *Concentrate on service. The Office of Public Instruction should provide more leadership in implementing rules and regulations.*
8. *Avoid duplication of materials sent to schools. Send one or two copies. If necessary, individual schools can make more copies.*
9. *Improve present programs.*
10. *Review Office of Public Instruction inservice training programs to add new dimensions, ideas, etc....*
11. *Shorten programs - use short, concise guidelines.*
12. *Increase help and decrease paperwork from the Office of Public Instruction in special education.*
13. *Take a close financial look at programs.*

Application deadlines set for ESEA, Johnson-O'Malley

Dean Lindahl, Director of the Federal Programs Unit in the Office of Public Instruction, and his staff have organized the following list of federal program application deadline dates for your 1977-78 calendar.

ESEA TITLE I
PART A APPLICATIONS

Applications for projects scheduled to start on the opening day of the 1977-78 school year must be submitted to the Office of Public Instruction no later than Aug. 1, 1977.

Applications for projects scheduled to start on a date after the opening day of the 1977-78 school year must be submitted to the Office of Public Instruction no less than four weeks prior to the project starting date requested.

Applications for 1978 summer projects must be submitted to the Office of Public Instruction no later than April 3, 1978.

Amendments to 1977-78 approved projects that request an extension of the project through the summer of 1978 must be submitted to the Office of Public Instruction no later than April 3, 1978.

ESEA TITLE I
PART B APPLICATIONS

School districts eligible for Part B funds will be notified of their eligibility by May 15, 1977.

First deadline filing date—Aug. 1, 1977

Part B applications received by Aug. 1, 1977 will be ranked in accordance with the established prioritized eligibility listing and approved to commence on the date requested. Applications received after Aug. 1 will be considered only after the second deadline filing date.

Second deadline filing date—Sept. 1, 1977

Part B applications received after Aug. 1 and by Sept. 1, 1977 will be ranked in accordance with the established prioritized eligibility listing and approved to commence on the date requested. Applications received after Sept. 1 will be considered only after the third deadline filing date.

Third deadline filing date—Sept. 30, 1977

Part B applications received after Sept. 1 and by Sept. 30, 1977 will be processed as received and approved within the limits of Part B funds available.

ESEA TITLE IV
PART B AND PART C
APPLICATIONS

A single application for Part B funds (non-competitive) and Part C funds (competitive) will be mailed to school districts by Sept. 9, 1977.

All applications for Part B and/or Part C funds must be submitted to the Office of Public Instruction postmarked on or before Jan. 6, 1978. (Applications postmarked after Jan. 6, 1978 cannot be considered.)

Applications for Part B funds (non-competitive) will be processed and approved as received in the Office of Public Instruction. Part C applications (adoption, incentive, innovation and demonstration grants), because they are competitive, cannot be processed until all applications are received, after which they are reviewed and analyzed by readers for presentation to the March 1978 meeting of the Title IV Advisory Council for final review and approval recommendations.

JOHNSON-O'MALLEY
APPLICATIONS

Applications for FY '78 Johnson-O'Malley projects must be submitted to the Office of Public Instruction no later than July 1, 1977. However, the application process is open-ended and supplemental applications may be submitted any time during the 1977-78 school year.

Shop instruction materials available

A complete set of Ken Cook instructional shop tools and equipment is available from the Office of Public Instruction to any school that can qualify by having disadvantaged and handicapped students enrolled in vocational education programs. More information about schools that qualify and about the Ken Cook materials is available from Gordon Warner, Assistant Superintendent/Director for Vocational and Occupational Services, Office of Public Instruction, State Capitol, Helena 59601.

Adult-ed Applications due June 1

Applications for approval of 1977-78 adult education classes supported by the adult education permissive levy have been mailed to schools conducting such classes last year.

School staff members considering starting up a program may request application forms from the Assistant Superintendent/Director, Vocational and Occupational Services, Office of Public Instruction, Helena 59601. You also may call Gordon Warner, the Director, on the education hotline 1-800-332-3402.

Applications for the permissive levy are due in the Superintendent's office by June 1.

Education hotline receives 1,419 calls

The Office of Public Instruction Reception/Referral Desk transferred 1,419 hotline calls from Montana educators and citizens to state office staff during April.

U of M summer courses offer off-campus opportunities

The University of Montana is spreading some of its course offerings around the state this summer. The UM Center for Continuing Education recently announced two courses which may be of special interest to educators will be conducted off-campus.

The first is a two-week interdisciplinary course presenting new information about the roles and status of women. *Women: New Definitions, New Directions*, offers perspectives about women from biology, sociology, history, art and literature. The focus of the first week is "Woman Changing Herself" and for the second week, the theme is "Woman Changing Her World."

The workshops will be conducted in four sites by a staff of three. The sites are Missoula, July 13-24; Glendive, July 11-22; Kalispell, July 25-Aug 5; and Great Falls, Aug. 8-19. Registration may be made for one week, $50; for two weeks, $100 or for single days at $10 per day. More information is available from the Women's Resource Center, University of Montana, Missoula 59812.

Education Through Music, a summer course for music teachers and for elementary and special education teachers will be conducted in Deer Lodge, June 13-17.

The course is available for two graduate credits and emphasizes oral music, language experience and sensory-motor experience. A continuing course in Education Through Music will be offered during the academic year in Deer Lodge and Missoula and the summer course or consent of the instructor is prerequisite for enrollment.

More information about both summer courses is available from the Center for Continuing Education, Main Hall 107, University of Montana, Missoula 59812.

Golf, shooting summer workshops scheduled for recreation teachers

Two teacher training workshops for recreational leaders will be conducted by the Office of Public Instruction in cooperation with the Montana Fish and Game Department, the National Rifle Association and the National Golf Foundation.

The workshops offer comprehensive instructional skills in individual outdoor activities. According to Dave Oberly, Health and Physical Education Consultant in the state office, the clinics will be conducted by specialists with national stature in their fields.

The first is a Tri-State Golf Seminar, July 10-15, in Cody, Wyo. It is sponsored by the National Golf Foundation and the states of Montana, Idaho and Wyoming, and is open to all interested teachers, administrators and recreational leaders. The registration fee is $45, which includes all instruction and green fees, but participants must supply room and board.

The second workshop is the National Rifle Association Pilot Shooting Sports Program Workshop to be conducted Sept. 8-11 at a camp in the upper Yellowstone Valley, south of Livingston. It covers aspects of recreational shooting including air rifle, .22 rifle, shotgun and reloading for those schools participating in the NRA Pilot Shooting Sports Program. The only cost to participants is approximately $10 daily for room and board.

Optional graduate credits will be available for both workshops. Credits could apply toward recertification. More information and application forms are available from Dave Oberly, Health and Physical Education Consultant, Office of Public Instruction, State Capitol, Helena 59601. You may call toll free: 1-800-332-3402.

Boyer, Berry selected for top federal posts

Mary Berry, Chancellor of the University of Colorado, and Ernest Boyer, Chancellor of the State University of New York, have been confirmed for the top education posts in the Department of Health, Education and Welfare.

Berry, chancellor of the Boulder institution since July, will be sworn in as assistant Secretary for Education. She served for seven years at the University of Maryland at College Park as associate history professor and provost. She has Ph.D. and law degrees from the University of Michigan.

Boyer, the new Commissioner of Education has an academic background in forensics and speech pathology with degrees from the University of Southern California. In addition to his chancellorship at the New York university, he has held numerous memberships on national advisory boards and councils including a term as president of the National Association of State University and Land Grant Colleges. He recently finished a visiting fellowship at Cambridge University.

Montana Schools is published eight times yearly: September, October, November, December, January/February, March, April, and May by the Superintendent of Public Instruction, State Capitol, Helena, Montana 59601. Marianne Hockema, Manager, Division of Public Information; Mark Thompson and Tamara Stromquist, Publications. (406) 449-3401.

Montana Schools is distributed in the public schools and to the members of boards, associations and organizations concerned with education in Montana. Copies are available on request and comments are welcome.

Letter to Montana Schools

from Robert Van Woert, Assoeiate Professor of Edueation and former Director of Student Teachers, Montana State University

In addition to thc old problems units of the university system must confront in teacher training programs, a real zinger has come along.

Since thc advent of formalized teacher negotiations, it is not unusual to see the ncgotiated contract place some restriction on the number of student teachers one cooperating teacher may accept during a contract year. Some contracts may offer a choice, others may simply restrict. A sad fact has arisen, however, when negotiations have broken down and the voluntary withholding of services hy the teaching staff (teachcrs' strike) is imminent or in full swing.

What is the student teachers' role and what happens to them during that pre-strike or strike period? At MSU, the students arc not forbidden to take any part, pro or con, but it is strongly suggested that they be interested observers only. In the first place, they are not contracted members of the faculty. Secondly, regardless of their feelings, they are guests of the school district, and should stay out of family problems.

Unfortunately, not all the regular faculty see the students in that light. According to some student teacher reports, the students have been encouraged to take part. Student teaching grades were threatened. Students were told letters about their reactions to the strike situation would be sent to prospective employers and in some cases intimation of possible bodily harm to student teachers was used. How sad that it would go that far.

Where do the student teachers fit during such an occurance? First, it has been suggested that the student teachers may be used as strike breakers. To dispel that worry, the student may not receive credit for student teaching and be paid for teaching time except under special circumstances. A non-supervised substitute during a strike is not a special case so far as MSU is concerned. Second, if the school district should choose to employ substitute teachers to replace striking teachers, student teachers may stay in the classroom with the substitute so long as the substitute is a certified teacher. The decision rests with the student teacher. Should a student request another placement for the remainder of the quarter of school, such placement would be made, providing an acceptable position is available or if any district is able and willing to accomodate them. This may be impossible due to the teaching subject area. In addition this means moving for the studcnt, finding new housing, beginning in the middle of a unit in another classroom, as well as losing time.

We are governed by a policy statement from the Office of the Commissioner of Higher Education which states:

"The institution of higher education in which the student is enrolled to complete his student teaching makes no positive or negative recommendation to studcnt teachers or individuals relative to any school district that is currently experiencing, or faced with, a strike.

"It shall be the responsibility of the assigning institution of higher education to provide information to the student teacher about the options and alternatives available to him relative to his assignment with a school district experiencing labor differences.

"The assigning institution shall make every effort to provide the student teacher with an alternative assignment as is allowed by the institutions's budget and/or available college supervisory personnel.

"The beginning and termination dates for student teaching are those dates as determined by each institution of higher education. The student shall be notified of such dates for his particular assignment.

"We reaffirm that the student teacher receiving credit may not legally accept any remuneration for acting as a paid substitute teacher during the student teaching experience."

We feel strongly that the students should be allowed to remain in their districts in order that they be able to complete their education and teacher training. A protracted strike would mean too great a loss of practice time in order for the experience to be legitimate and meaningful. Any denial of this opportunity seems to be a denial of their rights to pursue their education and to begin teaching as a contracted teacher on schedule.

The choice of the student, once he or she becomes a contracted faculty member, is his or her own. The experiences these people may have during a strike, not of their making, may indeed have a strong influence on their own behavior should they encounter the situation as a professional.

One can only hope that the faculty and administration of any school district who accept student teachers and who may find themselves in a potential or real strike situation can accept this rationalc. These students should have the right to make up their own minds.

Resources for the educator

MONTANA MAPS

Some excellent maps of Montana's resources are available and the people who make them would like to see them being used in classrooms.

Robert Taylor, a geography professor in the Earth Sciences Dcpartment at Montana State University, Bozeman, said three publications could be particularly useful to Montana educators. The first is *Montana In Maps*, a book of more than 50 schematic maps of natural and human resources and economic and political factors. It is available at a cost of $7.50 from Big Sky Books, Montana State University, Bozeman. School discounts are available.

A set of three maps for physiography, population and water is available from the geography department at MSU. Young said the 8½" by 14" maps are designed to be marked by students for history, science and geography lessons. Quantities of 1-500 are 10 cents apiece, 500-750 are 9 cents and more than 750 are 8 cents each.

A poster-size Montana energy map recently was completed by the Geography Department at MSU for the Montana Energy Advisory Council. It shows oil, gas and coal fields, transmission lines, hydroelectric power plants, mining sites and other energy related interests. The map was distributed at the State Superintendent's Administrators' Conference in April and limited quantities still are available free from the Department of Earth Sciences, Montana State University, Bozeman 59715.

MILITARY CAREERS

Educator's Guide to Military Career Resources is an annotated bibliography of materials that counselors might find useful in helping students with decisions about military occupations.

The publication was prepared with the assistance of a panel of state education agency guidance specialists and is coded to indicate whether the publication is of most interest to students, counselors, parents, women, or for special groups and purposes.

Write Education/Military Liaison Project, Council of Chief State School Officers, 1200 16th Street N.W., Washington, D.C. 20036

COMMUNITY EDUCATION

The Northwest Regional Educational Laboratory is accepting orders for summer delivery of five publications in community-based education.

The lab says the publications are based on a six-year development program in 123 school districts in 40 states.

Experience-Based Learning: How to Make the Community Your Classroom. Includes more than 25 student learning projects. 260 pages. $8.95.

The Community Resouree Person's Guide for Experience-Based Learning. Designed for community members. 24 pages. 75 cents.

The following three books are intended to organize student activities in the community into learning experiences.

Student Competeneies Guide: Survival Skills for a Changing World. 44 pages. $1.75.

Student Guide to Writing a Journal. 16 pages. $1.

Student Reeord of Community Explorations. 24 pages. $1.

Send orders to Office of Marketing and Dissemination, Department C, Northwest Regional Educational Laboratory, 710 S. W. Second Ave., Portland, Ore. 97204.

FREE MATERIALS

Free and Inexpensive Learning Materials, is a guide to 3,000 educational aids which may be obtained from organizations, industries and governmental agencies.

The publication lists hundreds of free posters, charts, maps, pictures, pamphlets - some cost about $2. Other low cost items include teaching outlines, units, activities, projects and films. The guide to these materials is published every two or three years and more than one third of the items listed are new since the 17th edition was published in 1974. New items have been added in such timely areas as consumerism, ecology, economy, law, minority groups and many others.

Free and Inexpensive Learning Materials is produced by the Office of Educational Services, George Peabody College for Teachers, Nashville, Tennessee 37203. Professional staff of the Educational Services office have screened all the items in the 250 page publication, which costs $3.50.

MONTANA ADVENTURES ELEMENTARY STUDENT PAPER

Regional reading material can be difficult to find — especially at the elementary level—but a publication called *Montana Adventures* tries to do something about it.

Montana Adventures is a weekly newspaper for elementary students beginning with third graders. It has stories about the state's history, and features and photographs of animals, places, people, and events from the prcsent. The editorial blend includes high interest items such as jokes, games, crafts, a cartoon strip and a cartoon contest for its readers.

Montana Adventures is distributed a total of 30 times in the school year at a subscription rate of $1.80 yearly. Group rates are available. *Montana Adventures* is published by T.H.A.R. Institute, a private research lab and royalty book publishing firm at Raynesford. The mailing address for *Montana Adventures* is T.H.A.R. Institute, Box 505, Belt 59412.

Title I Regional Workshops:

Spot-light on Parents

Parents participate and Jay McCallum, Title I Consultant in the state office, (lower right) listens.

Title I has been around for a while as the major federal program for educationally deprived children. So when state Title I specialists get together with local Title I teachers and administrators, it's probably to review their budgets, to go over program technicalities, and to talk about matters only professional Title I staffers care about. Right?

Wrong. When the state Title I program conducted its regional workshops in Glendive, Glasgow, Great Falls, Billings, Butte and Missoula in April and early May, the spotlight was on parents and how to get them involved. At the Billings meeting, parents experienced in Title I activities worked directly with parents new to the program in a brisk exchange of ideas on how to get things done in their schools for their children.

Here's a sample of comments from an open discussion following a series of small group sessions among 60 or 70 Title I parents.

"If you want parent participation, start your workshops in September with all the new parents that might be involved. Start early — get a fresh start each year."

"Read P.L. 94-142 and become familiar with it—when a child is ready to be admitted to the Title I program, make personal contact at home with the parents and ask permission for the child to be tested."

"Send home reports from your Title I lab monthly."

"Title I lab is good for kids. In our school, it's a special place all the kids would like to get in. They really have fun working with the machines."

"We're all talking about parent involvement. For us, the solution was to inform parents as much as possible. We had an open house and were fairly direct in asking in a nice way as each parent came in, 'Do you know what Title I is?' Most of them don't really understand it and appreciate having it explained."

"We have our home-school coordinator contact every parent at home. We take a form to them and explain it thoroughly before the child ever gets into the program."

"One of the major questions a Parent Advisory Council can ask is, 'What is the feeling of faculty toward Title I?' If that's not done you can be in real trouble."

"Maybe those of us whose children have benefitted from the program ought to take the lead. Maybe we need to speak up a little."

In Billings, the Title I regional session provided just the opportunity for parents to speak up. And those Title I professional staff were doing their work as well. Sessions were conducted to provide reviews of programs proposed for the new school year. A member of the state staff conducted a day-long session on evaluation and ran through a model exercise to give participants some experience. Yet another group of specialists received training on the nitty gritty of budgets and program accounting.

Title I is a program for which the federal government provides the funds and guidelines that the state administers and that schools implement. When the parents are "taking the lead and speaking up,"somehow it all seems to come together.

Calendar

May

17 Title IV Advisory Council Annual Public Meeting, Fairmont Hot Springs
18 - 21 Montana Special Olympics, Bozeman
28 - 31 Western Business Education Association, Scottsdale
30 Memorial Day

June

6 - 10 Annual Montana Vocational Agriculture Teachers Conference, Bozeman
14 Flag Day
21 - 24 National Vocational Industrial Clubs of America Leadership Conference & Skills Olympics
27 - July 1 National Education Association, Minneapolis

July

4 Independence Day
10 - 15 Tri-State Golf Seminar, Cody, Wyo.

August

16 - 17 Montana School Food Services Annual Conference, Great Falls
OFFICE OF PUBLIC INSTRUCTION REGIONAL WORKSHOPS
23 Columbus
25 Wolf Point
26 Glendive
30 Simms
31 Stanford

September

2 Polson
6 Anaconda
SCHOOL FOOD SERVICE MINI-WORKSHOPS
13 Huntley Project
14 Colstrip
15 Bozeman, Willson Elementary
26 Missoula, Hellgate High School
27 Plains

October

4 Columbia Falls
5 Shelby, Meadowlark Elementary
6 Malta Elementary

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